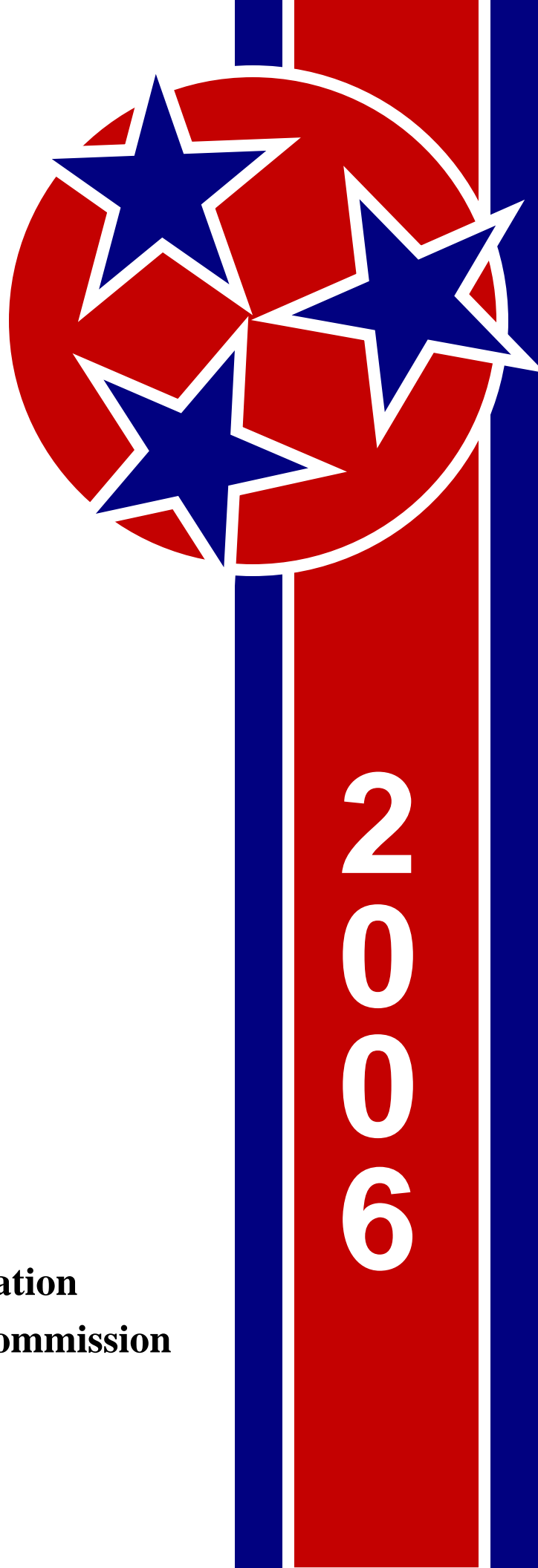


Annual Joint Report
on
Pre-Kindergarten
through Higher
Education
in Tennessee

Tennessee State Board of Education
Tennessee Higher Education Commission



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EXECUTIVE SUMMARY

This 2006 Annual Joint Report of the State Board of Education and the Tennessee Higher Education Commission identifies four joint priorities and nine associated goals addressing areas of need in both student learning and educator development for the advancement of education in Tennessee. The joint priorities and initiatives focus on points of connection between pre-kindergarten through grade 12 (P-12) and higher education that are essential to a unified system of education in the state. The four joint priorities include the following:

1. **Student Learning: Pre-kindergarten through Higher Education (P-16)**
Align curriculum content, assessments, and entry as well as exit requirements, and improve learning across all levels of education.
2. **Student Access and Transition**
Establish seamless transitions and access for students across education levels.
3. **Supply and Retention of Teachers**
Ensure qualified, competent teachers in every classroom through targeted recruitment, development, and retention activities.
4. **Teacher Development**
Maximize teaching quality through teacher preparation and development aligned with instructional goals.

To achieve these joint priorities, the Board and Commission have created nine supporting goals. Specifically, the goals for each priority are:

Goals in Support of Priority 1: Student Learning: Pre-K through Higher Education (P-16)

1. *Strengthen connections between P-12 and higher education.*
2. *Prepare students to move successfully through each level of academic and workplace preparation.*
3. *Increase Tennessee educational attainment levels.*

Goals in Support of Priority 2: Student Access and Transition

4. *Increase access and participation at all levels of education.*
5. *Establish seamless transitions through all sectors and levels of education.*

Goals in Support of Priority 3: Supply and Retention of Teachers

6. *Increase the supply of teachers being prepared for needed areas.*
7. *Increase teacher retention.*

Goals in Support of Priority 4: Teacher Development

8. *Enhance teacher development related to instructional effectiveness.*
9. *Increase the application of technology in support of teacher and administrator preparation and development.*

For each of the nine goals, the Board and Commission have worked cooperatively to identify indicators, performance targets, and baseline data that track the performance of P-16 education in Tennessee. Therefore, this document is not only a report, but also a master plan for action over the next 10 years. The report reaffirms the commitment by the Board and the Commission to develop an integrated, accountable, and competitive system of education in Tennessee.

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INTRODUCTION

An integrated educational system of the highest quality is critically important for the future of Tennessee citizens, families, and communities and the state as a whole. The State Board of Education, governing board for public P-12 education, and the Tennessee Higher Education Commission, coordinating board for higher education, independently establish and report on long-range plans, policies and guidelines, educational initiatives and other elements of overall accountability for their respective P-12 and post-secondary sectors of education. In addition, they collaborate to guide and report on the status and effectiveness of education at all levels in the state of Tennessee. The Board and Commission prepare an annual joint report and meet each year in a joint session to coordinate, promote, and report on common education initiatives addressing the needs of all Tennesseans.

The Board and the Commission work with other stakeholders through the Tennessee P-16 Council, an integrated system that links all education levels from preschool (P) through the senior year of college (16). The Council is a public/private partnership to improve student learning at all levels by getting children off to a good start, raising academic standards, conducting appropriate assessments, improving teacher quality, and smoothing student transitions from one level of learning to the next.

As a reflection of this commitment to educational excellence in Tennessee, the 2006 Joint Report specifically addresses student learning and teacher development priorities necessary to a seamless system of education in Tennessee from the pre-kindergarten to the baccalaureate levels. To promote and ensure accountability related to joint efforts, joint priorities are further defined by related goals, measurable indicators, and performance targets to be accomplished within specific time frames.

Several fundamental principles guided the development of this report. These include the following:

- The joint report should continue to provide an annual status report of education in Tennessee from pre-kindergarten through higher education with a focus on points of connection.
- The primary focus of joint efforts should be student learning and teacher development rather than interests of particular educational systems, sectors, and institutions.
- Educational progress in Tennessee requires the participation of students, educators, families, communities, policy makers, employers as well as all other interested stakeholders. The joint report should support and complement the statewide P-16 initiative.
- As a plan of action, the joint report should be designed to facilitate assessment, evaluation, and accountability.

This annual report complies with the requirements established in the *Public Education Governance Reform Act of 1984* directing the State Board of Education and the Tennessee Higher Education Commission to provide an annual report to the Governor, the General Assembly, all public schools, higher education institutions, and their respective governing boards. It also provides information needed to evaluate annual progress on the goals of the Tennessee P-16 Council.

The Board and the Commission affirm their resolve to provide the necessary public policy leadership and guidance to attain joint priorities. The Board and the Commission look forward to opportunities to support the Governor, the General Assembly, and all other stakeholders in their efforts to develop and sustain quality education in Tennessee.

Summary of Joint Priorities and Goals

State Board of Education and Tennessee Higher Education Commission

Priority 1. STUDENT LEARNING: PRE-KINDERGARTEN THROUGH HIGHER EDUCATION (P-16)

Align curriculum content, assessments, and entry as well as exit requirements, and improve learning across all levels of education.

Goals:

- 1. Strengthen connections between P-12 and higher education.*
- 2. Prepare students to move successfully through each level of academic and workplace preparation.*
- 3. Increase Tennessee educational attainment levels.*

Priority 2. STUDENT ACCESS AND TRANSITION

Establish seamless transitions and access for students across education levels.

Goals:

- 4. Increase access and participation at all levels of education.*
- 5. Establish seamless transitions through all sectors and levels of education.*

Priority 3. SUPPLY AND RETENTION OF TEACHERS

Ensure qualified, competent teachers in every classroom through targeted recruitment, development, and retention activities.

Goals:

- 6. Increase the supply of teachers being prepared for needed areas.*
- 7. Increase teacher retention.*

Priority 4. TEACHER DEVELOPMENT

Maximize teaching quality through teacher preparation and development aligned with instructional goals.

Goals:

- 8. Enhance teacher development related to instructional effectiveness.*
- 9. Increase the application of technology in support of teacher and administrator preparation and development.*

**Priority 1: STUDENT LEARNING:
Pre-Kindergarten Through Higher Education (P-16)**

Align curriculum content, assessments, and entry as well as exit requirements, and improve learning across all levels of education.

Goal 1: Strengthen connections between P-12 and higher education.

CURRENT STATUS

All Tennessee high school students take a core curriculum consisting of 14 units, covering English (4), mathematics (3), science (3), social studies (3) and lifetime wellness (1), as provided in the Board's *High School Policy*. In addition to the core curriculum, university path students complete foreign language (2) and fine arts (1), consistent with university admission requirements; technical path students complete four units focused in a technical area and have the opportunity to participate in a Tech-Prep program articulated with post-secondary education. ACT results from 2005 indicate that only 16% of Tennessee students attained scores predicting a 75% chance of obtaining a C or higher on credit-bearing college courses in mathematics and science. Tennessee K-12 curriculum standards need to more closely align with the ACT Benchmarks for Success, so that more students begin post-secondary study without needing remedial or developmental study. More work needs to be done to align assessments and entry and exit requirements so that high school students know if their achievement levels are sufficient for them to begin post-secondary study without needing remedial or developmental study.

Indicators:

1. The Higher Education Commission and the State Board of Education, in collaboration with others, will develop and align academic curricula, assessments and entry and exit requirements and will communicate them to Tennessee students.

Assessment: Alignment of K – 16 curriculum standards in mathematics to reduce student enrollment in remedial college-level mathematic courses.

Target: 2007-08 Submission of policy report outlining final recommendations of the state P-16 council related to mathematics curriculum alignment.

Baseline: 2005-06 Reformation of the state P-16 council with a focus on the alignment of mathematics curriculum to post-secondary standards of college readiness.

Progress: THEC and SBE staffs are developing plans through the P-16 state council to align mathematics curriculum in grades K – 16 with college entrance requirements.

2. The Commission and Board, in collaboration with others, will ensure that Tennessee high school students understand the connections among high school courses, post-secondary educational programs and specific career plans.

Assessment: Survey of High School Students (biennial)

Target: 2009-10 Increase in % of high school students indicating satisfaction with preparation for plans after graduation.

Baseline: 2001-02 57.5 % of respondents to the 2002 *Senior Opinions Survey* reported that they felt prepared by their high school for plans after graduation.

Progress: Percent of respondents to the 2004 *Senior Opinions Survey* who reported that they felt prepared by their high school for plans after graduation: 56.9 %.

(Note: Beginning with the 2006 Senior Opinions Survey, this question will be asked annually.)

Goal 2: *Prepare students to move successfully through each level of academic and workplace preparation.*

CURRENT STATUS

Tennessee must ensure students are well prepared for each level of education, early childhood programs provide essential foundations to ensure students begin school ready to learn. Young children enrolled in high quality pre-kindergarten exhibit increased proficiency in language and mathematic skills. They are also less likely to drop out of school, repeat grades, or require services related to special needs. Currently, federally funded Head Start agencies serve approximately 16,000 eligible children; however, additional state-funding and programs are needed to meet the needs of all Tennessee early learners.

The Board's *Performance Model* measures the progress of students to ensure Tennessee has a strong system of accountability. Over the last decade, students have demonstrated progress on standardized assessments in the core content areas and ACT. Educators use this data to differentiate student needs and make program adjustments. Tennessee has developed criterion referenced tests in grades 3 through 8 aligned with content standards as required by the No Child Left Behind Act. In 2003, the state established goals for schools in the effort to maintain adequate yearly progress towards such goals.

Targeted assistance and the expansion of resources are needed to ensure all students meet higher standards for academics success and graduation. An additional challenge is to increase the percentage of high school graduates who successfully pursue and attain higher levels of educational attainment.

Indicators:

1. The number of educationally at-risk four-year-old children completing a state funded early childhood education program before entering kindergarten will increase.

Assessment: Numbers of at-risk children enrolled in early childhood education

Target: 2007-08 20,000 additional students served in state funded programs

Baseline: 2000-01 1,200 students served in state funded programs

Progress: In 2005-06, 106 school systems requested funding for new Pre-K classrooms through the Tennessee Voluntary Pre-K Grant Program. The grant program provided 25 million dollars in funding for 300 new Pre-K classrooms at least one classroom for each applying district. The 300 new classrooms and the existing 145 pilot classrooms, result in 445 state funded Pre-K classrooms. A total of 6,000 new students were enrolled through voluntary Pre-K in 2005.

2. Students in grade 5 will demonstrate readiness for middle school in reading, language arts, and mathematics.

Assessment: 2004-05 Criterion Referenced Test.

Target: 2013-14 All students at or above the proficient level in reading, language arts, and mathematics.

Baseline: 2003-04 TCAP Criterion Referenced Performance Level
81.0 % Reading / Language Arts (2-year average)
82.5% Mathematics (2-year average)

Progress: The percentage of students scoring proficient or advanced on the TCAP has improved in comparison to the previous year.

2004-05 TCAP Criterion Referenced Performance Level
86.9% Reading / Language Arts (2-year average)
86.6% Mathematics (2-year average)

3. Students in grade 8 will demonstrate readiness for high school in reading, language arts, and mathematics.

Assessment: 2003-04 Criterion Referenced Test.
In the 2002 – 03 academic year Normal Curve Equivalent (NCE) scores on the TCAP achievement test were supplemented by criterion referenced tests.

Target: 2013-14 All students achieving at/above proficient level in reading, language arts, and mathematics

Baseline: 2003-04 TCAP Criterion Referenced Performance Level
80.2% Reading / Language Arts Proficiency
81.3% Mathematics Proficiency

Progress: The percentage of students scoring proficient or advanced on the TCAP has improved in comparison to the previous year.

2004-05 TCAP Criterion Referenced Performance Level
84.0% Reading / Language Arts (2-year average)
85.1% Mathematics (2-year average)

4. High school students will successfully complete Gateway examinations in Algebra I, Biology, and English II and will improve performance on other high school end-of-course examinations when implemented.

Assessment: % of students proficient and advanced on Gateway Exams

Target: 2009-10 Increase the percentage of students scoring at proficient or advanced in comparison to the baseline year.

Baseline: 2001-02

Algebra I	75.0%
Biology	95.0%
English II	87.0%

Progress: The percentage of students scoring proficient or advanced on Gateway Exams is comparable to the baseline year of 2001-02. There has been a 3-point increase in the percentage of students scoring proficient or advanced on the English II Gateway Exam. Performance on the Biology Exam has remained relatively flat and student performance on the Algebra I Gateway has increased approximately one percent.

Student Performance on Gateway Exams

2004-05 % of student proficient and advanced on Gateway Exams

Algebra I	75.9%
Biology	95.0%
English II	90.3%

2003-04 % of student proficient and advanced on Gateway Exams

Algebra I	76.2%
Biology	95.7%
English II	86.9%

5. The average ACT score of Tennessee high school students will increase to the national average.

Assessment: ACT Score of Tennessee high school students

Target: 2009-10 Reach the current national ACT average of 20.9

Baseline: 2001-02 Tennessee ACT average: 20.0

Progress: 2004-05 state-wide ACT average for Tennessee: 20.7

6. The gap between the ACT score of entering freshman in Tennessee universities and that of other SREB states will decrease.

Assessment: Average ACT score of entering freshman

Target: 2009-10 Reach the baseline SREB Average of 22.3

Baseline: 2000-01 21.9 Tennessee average in 2001-02

Progress: 2004-05 ACT score for entering freshman in Tennessee: 21.3

7. The number of technology center graduates enrolling in public community colleges will increase by 20 percent.

Assessment: Number of technology center graduates enrolling in public universities or community colleges

Target: 2009-10 1,200 TTC graduates enrolling in public universities or community colleges

Baseline: 2001-02 923 TTC graduates enrolled in public universities or community colleges

Progress: 2002-03 TTC graduates enrolled in public universities or community colleges: 1,103.
Reflects most recent available data.

8. The number of community college graduates completing university parallel programs enrolling in public universities will increase by 20 percent.

Assessment: Number of university parallel graduates from community colleges enrolling in public universities the following fall.

Target: 2009-10 1,336 Enrolling in universities

Baseline: 2001-02 1,114 Enrolled in public universities in Fall 2001

Progress: Total number of university parallel graduates in 2005: 1,407

Goal 3: Increase Tennessee educational attainment levels.

CURRENT STATUS

The Tennessee HOPE lottery scholarships provide a strategic policy incentive to ensure Tennessee students are successfully prepared to attain a post-secondary degree. As Tennessee enters the 21st century, the state continues to struggle with raising the educational attainment levels of its citizenry. Given the critical role that education plays in the information age, it is essential that the state sustain a highly skilled workforce. Unless the standard is raised for all Tennesseans, the state will never be able to fully realize its economic and social potential.

Indicators:

1. The percentage of Tennessee citizens with baccalaureate degrees will reach the SREB average of 21.7%.

Assessment: Percentage of Tennesseans with baccalaureate degree

Target: 2009-10 21.7% SREB average in 2000-01

Baseline: 1999-2000 17.7% Tennessee average in 2000-01

Progress: Percent of adults with a baccalaureate degree or above in 2004: 22.2%.

2. The number of Tennesseans earning certificate and associate of applied science degree (i.e., AAS) credentials will increase in alignment with changing workforce needs.

Assessment: Technical certificates and applied associates degrees awarded

Target: 2007-08 Seven percent increase over baseline

Baseline: 2000-01 1,200 Technical Certificates
3,524 Applied Associates Degree
4,724 Total

Progress: 2004-05 1,467 Technical Certificates
3,695 Applied Associates Degrees
5,162 Total (9.3% increase over 2000-01)

3. The percentage of Tennessee adults of all ages with a high school credential will reach the national average of 83.6 percent.

Assessment: Adults of all ages with a high school credential

Target: 2009-10 80.4% National average in 2001-02

Baseline: 2000-01 79.1% Tennessee average in 2000-01

Progress: Percent of adults with a high school credential in 2004: 80.7%.

Priority 2: STUDENT ACCESS AND TRANSITION

Establish seamless transitions and access for students across education levels.

Goal 4: Increase access and participation at all levels of education.

CURRENT STATUS

The high school dropout rate continued to improve for the 2005-06 academic year, decreasing from 10.5% to 10.4%. In comparison to the initial baseline year, this rate has improved resulting in a 3.5% decrease in the initial drop out rate. The cohort dropout rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade, using the methods recommended by the National Center for Education Statistics.

Another means to capture drop out rates is to examine the percentage of 18-24 year olds who hold high school credentials. According to the most recent available data, 79% of Tennesseans in this demographic group hold either a high school diploma or GED.

Indicators:

1. Tennessee schools will reduce the high school drop out rate (cohort rate) to the national goal of 10-percent and will reduce disparity among demographic groups.

Assessment: Drop out rate (Total/demographic groups)

Target: 2009-10 10.0% Dropout rate statewide

Baseline: 2000-01 13.9% Dropout rate statewide

Progress: The statewide percentage of high school drop outs has been reduced from 13.9 percent in 2001 to 10.5 percent in 2005, this reflects a slight improvement in comparison to the previous year.

2004-05	10.5% Statewide 7.9% White 17.4% African American 18.0% Hispanic 9.9% Asian 5.3% Native American
2003-04	10.7% Statewide 8.1% White 17.5% African American 17.1% Hispanic 10.9% Asian 8.9% Native American

2. The percentage of Tennesseans aged 18-24 holding a high school credential will remain above the national average.

Assessment: Percent of Tennesseans age 18-24 with high school credential

Target: 2009-10 74.7% National average for 2000

Baseline: 2000-01 74.3% Tennessee average for 1999

Progress: % of TN aged 18-24 holding a high school credential in 2004: 79.2%.

3. College participation rates of 18 to 24 year old African-Americans will be representative of their current proportion in the state population as a whole.

Assessment: College enrollment and demographic proportions of African-Americans (18-24 year old cohort)

Target: 2009-10 Equal proportions

Baseline: 2001-02 20.13% Proportion of 18-24 African-Americans in overall Tennessee population
18.75% African-Americans as a percent of overall undergraduate population

Progress: African Americans as a percent of overall undergraduate population in 2005: 19.28 % (N=34,080).

4. The number of high school students transitioning to college will equal or exceed the southern regional (SREB) average.

Assessment: High school students transitioning to college

Target: 2009-10 54% of recent high school graduates enrolled in post-secondary education (2000 SREB average)

Baseline: 2000-01 54% Transition rate for Tennessee in 2000

Progress: High school transition rate for Tennessee in 2002: 60.6%

CURRENT STATUS

The successful transition of students through the education pipeline does not stop once a student has entered college. Presently, only one-half of all freshmen entering Tennessee higher education graduate within six years. Strategies must be developed to improve the retention and graduation rates in higher education.

2. The number of high school students participating in advanced placement opportunities will increase by 50%.

Assessment: AP enrollments

Target: 2009-10 15,600 Students Taking Exams

Baseline: 2000-01 10,400 Students Taking Exams

Progress: The number of students taking AP exams has continued to increase. The state is on progress towards meeting its academic target several years ahead of the originally established target date.

2004-05 14,729 Students Taking Exams

2003-04 13,722 Students Taking Exams

2002-03 12,276 Students Taking Exams

2001-02 10,800 Students Taking Exams

2000-01 10,385 Students Taking Exams

3. The percentage of first-time freshmen aged 18 years of age or younger (recent high school graduates) taking developmental studies courses at the university level will be reduced by 20%.

Assessment: Percentage of first-time freshmen aged 18 years of age or younger (recent high school graduates) taking developmental studies courses at the university level

Target: 2009-10 2,122 Recent high school grads in university developmental studies courses

Baseline: 2000-01 2,655 Recent high school grads in university developmental studies courses

Progress: For the fall 2005 term, 2,493 students (recent high school graduates) were enrolled in developmental studies courses.

4. The fall to fall retention rate at public universities will be equal to the southern regional (SREB) average.

Assessment: Rates of retention – public universities

Target: 2009-10 80.5% SREB average retention rate in 2000-01

Baseline: 2000-01 71.7% Retention rate for Tennessee in 2000-01

Progress: Fall to fall retention rate for Tennessee public universities in 2004-05: 72.3%

5. The gap in financial aid available to Tennessee college students in comparison with national levels will be decreased.

Assessment: Financial aid award per FTE (undergraduate)

Target: 2009-10 \$ per FTE: \$397 NASSGAP national average in 2000

Baseline: 2000-01 \$ per FTE: \$139 Tennessee average award in 2000

Progress: Average financial aid award per FTE in 2004: \$211 (NASSGAP 2003-04)

Priority 3: SUPPLY AND RETENTION OF TEACHERS

Ensure qualified, competent teachers in every classroom through targeted recruitment, development and retention activities.

Goal 6: Increase the supply of teachers being prepared for needed areas.

CURRENT STATUS

The current work force includes approximately 58,500 classroom teachers. Previous trends reveal the state hires an average of 3,000 new teachers each year. This number increased in 2001-02 to 5,957, of which 59 percent (3,496) were first time teachers, the remaining forty-one percent (41%) had previous experience in the profession. The number of teacher education graduates from Tennessee public and private colleges increased 53% from 2,196 in 1986-87 to 3,367 in 2004-05; about one fifth of new entrants are from other states. Student enrollments will continue to grow in the next five years and the need for new teaching positions will continue to expand.

While the percentage of minorities completing teacher preparation programs has tripled during the 1990's, the percentage of teachers is still lower than statewide student demographic. Approximately 11% of the teaching workforce are minority, compared to a minority student population of 25%.

The percentage of teacher education graduates who enter teaching in Tennessee (yield rate) has improved in recent years but is still too low. Tennessee graduates are highly regarded and aggressively recruited and hired by other states. The number of individuals who complete teacher preparation at the post-baccalaureate level has increased relative to those who complete preparation at the baccalaureate level, but more needs to be done to recruit persons who have expertise in needed subject areas to begin a second career in teaching.

Prior to the 2002-03 academic year, the percentage of teachers requiring waivers or permits tripled from 1995-96. The problem is particularly acute in the areas of foreign language, mathematics, science, English as a second language, and special education. In 2003-04, the number of teachers requiring waivers and permits continued to decline from the previous year. The federal No Child Left Behind Act requires states to have a plan to ensure that all teachers are highly qualified by 2005-06.

Indicators:

1. The numbers of teachers prepared by all Tennessee colleges will increase.

Assessment: Total teachers prepared

Target: 2004-05 4,000 Teachers prepared

Baseline: 2000-01 3,220 Teachers prepared

Progress: 2003-04 3,367 Teachers prepared

2. The state will ensure that all teachers in core academic subjects are highly qualified and will eliminate the use of waivers and permits.

Assessment: Number teachers on waivers or permits

Target: 2005-06 No waivers or permits in core academic subjects

Baseline: 2000-01
 Waivers: 866
 Permits: 1788
 Total: 2654 in all fields

Progress: The total number of teachers on waivers and permits increased in comparison to the previous year.

2004-05
 Waivers: 874
 Permits: 492
 Total: 1366 in all fields

2003-04
 Waivers: 505
 Permits: 821
 Total: 1326 in all fields

2002-03
 Waivers: 679
 Permits: 1382
 Total: 2061 in all fields

3. The number of teachers graduating from Tennessee colleges and universities will increase in teacher shortage areas.

Assessment: Teacher Preparation: Mathematics, Science, Foreign Language, English as a second language (ESL), Special Education

Target: 2009-10 10% Increase over baseline

Baseline: 2000-01
 81 Mathematics
 105 Science
 32 Foreign Language
 9 ESL
 384 Special Education

Progress: 2003-04
 103 Mathematics
 125 Science
 70 Foreign Language
 20 ESL
 406 Special Education

4. The number of students enrolled in teacher education programs who received financial aid via the Tennessee Teaching Scholars program will increase by 10 percent.

Assessment: Number of Tennessee Teaching Scholars

Target: 2009-10 195 students receiving financial assistance via the Tennessee Teaching Scholars program

Baseline: 2000-01 177 students receiving financial assistance

Progress: 2004-05 218 students receiving financial assistance

5. The percent of graduates completing teacher preparation programs who become teachers within 2 years in Tennessee (yield) will increase by 10 percentage points.

Assessment: Percent of teacher graduates teaching in Tennessee

Target: 2009-10 Increase by 10 percentage points

Baseline: 1997-98 Data are as follows:
66% Public bachelors graduates
39% Public post-bachelors graduates
41% Private bachelors graduates
37% Private post-bachelors graduates

Progress: 2002-03 Data are as follows:
63% Public bachelors graduates
48% Public post-bachelors graduates
50% Private bachelors graduates
43% Private post-bachelors graduates

6. The percentage of African-American teachers at both the P-12 and higher education levels will increase.

Assessment: Percent of African-American Teachers

Target: 2009-10 Increase percentage over baseline (African-American P-12 and higher education teachers)

Baseline: 1999-00 9.9% African-American P-12
7.7% African-American HE (2000-01)

Progress: 2003-04 10.59% African American P-12
2002-03 10.54% African American P-12
2001-02 10.31% African American P-12

7. The number of candidates holding bachelors degrees who then complete teacher preparation programs for the first time will increase by 25%.

Assessment: Number of teachers prepared (post –baccalaureate)

Target: 2009-10 1,544 teachers

Baseline: 2000-01 1,235 teachers

Progress: 2004-05 Data pending

Goal 7: Increase teacher retention.

CURRENT STATUS

Teacher attrition rates average between 6% and 8% in Tennessee. Among newly hired teachers (those without previous experience), statistical trends indicate that 35% of teachers exit during the first four years and 6% leave by the end of the fifth year. Teachers with 12 or more years of experience have an attrition rate of less than 5%. This percentage decreases significantly for teachers with over 20 years of experience.

Other states have found that well designed systems for the mentoring and induction of new teachers can reduce attrition rates. Many states are seeking to reward and retain outstanding educators by providing incentives to teachers who obtain national board certification, a system of rigorous evaluation standards. States which provide such incentives have experienced an increase in the percentage of teachers seeking national board certification.

Indicators:

1. The teacher attrition rate will decrease during the first five years of teaching.

Assessment: Attrition Rate (5 Year)

Target: 2009-10 20% Teacher attrition rate - 5 year

Baseline: 1997-98 42% Teacher attrition rate - 5 year

Progress: 2001 42% Overall Teacher attrition rate- 5 years or less
Reflects most recent available data.

2. Tennessee schools will reduce attrition by establishing a formal system for the collaborative induction and mentoring of all new teachers during their first year on the job.

Assessment: Teachers with mentors as part of formal induction

Target: 2005-06 4,000 Teachers with mentors

Baseline: 2000-01 800 Teachers trained as mentors

Progress: Since the baseline year, over 2,100 teachers and administrators have been trained as mentors, funded through state sponsored training. For the 2003-04 academic year, approximately 175 teachers were trained as mentors through state sponsored training.

3. Tennessee will retain accomplished teachers by providing incentives to increase the number of teachers participating in a system of national recognition.

Assessment: Teachers achieving National Board Certification.

Target: 2009-10 1000 Teachers

Baseline: 2000-01 41 Teachers

Progress: There was a slight increase in the number of teachers achieving National Board Certification from the previous year.

Statewide 173 Teachers

2004-05 36 New Teachers

2003-04 34 New Teachers

Priority 4: TEACHER DEVELOPMENT

Maximize teaching quality through teacher preparation and development opportunities aligned with instructional goals.

Goal 8: *Enhance teacher development related to instructional effectiveness.*

CURRENT STATUS

Schools that improve quality teaching have the greatest impact on student understanding and achievement. Higher curriculum standards and teaching expectations have significantly increased the demands related to differentiated instruction. It is important for classroom practitioners to receive ongoing training in the best practices of instruction, and educators from Pre-K through higher education are collaborating to improve the quality of teacher development programs. However, continued collaboration is needed to provide the maximum leverage of state and federal resources and to ensure the sustained improvement of high quality teaching and learning.

Indicators:

1. The state will provide ongoing training related to the teacher quality goals of No Child Left Behind (NCLB).

Assessment: Delivery of professional development by the department of education.

Target: 2009-10 Provide training to an inclusive total of 25,000 teachers between the baseline year and target date.

Baseline: 2004-05 4,590 participating in summer teacher quality workshops

Progress: The department of education has trained over 4,500 teachers in Teacher Quality summer workshops related to NCLB including the areas of Mathematics, Science, Gateway Exams, High School Reform, Alternative Assessments, Pre-Kindergarten, Reading First, and the Arts.

2. Reading and mathematics will remain priorities for teacher preparation and professional development activities.

Assessment: Documentation of teacher preparation and professional development activities

Target: 2009-10 Documentation of teacher preparation and professional development activities

Baseline: 2000-01 Current professional development efforts of the Department of Education target reading and mathematics; federal funding through the Reading Excellence Act (REA) and the No Child Left Behind Act are also targeted to these areas.

Progress: Reading First grants have been awarded to the Department of Education for school districts to improve school reading programs. A total of 75 schools have received training from this program. The Office of Reading First provides professional development from nationally recognized experts in reading for Reading First District Coordinators, school principals, school literacy leaders and Cadre members (mostly comprised of personnel from Tennessee's Higher Education Institutions). Cohort members are then responsible for providing five (5) days per year of school-imbedded professional development to all K-3 teachers in Reading First schools. Literacy Leaders are responsible for directing and recording an additional ninety (90) hours of professional development per year to all K-3 teachers.

The Transition to Teaching Grant will prepare 40 math and science educators through alternative licensure each year for 4 years. Twenty will be prepared on site in Memphis and 20 through the Tennessee Board of Regents online degree program. As of this school year, the Transition to Teaching Program has trained and supported 78 teachers in middle and high schools in the content areas of math and science across Tennessee. The grant will continue to support the 2005-2006 teachers and begin a new cohort for 2006-2007.

3. Higher education and P-12 education will leverage resources available from federal grants and private resources to accomplish teacher development objectives.

Assessment: Federal and Private Dollars for teacher development

Target: 2009-10 Increase over baseline

Baseline: 2000-01 Federal funds through the REA and through the ESEA are being targeted to teacher development objectives. The state needs to seek additional federal and private funding.

Progress: The State Department of Education received a Reading First grant of \$111.4 million for 6 years to improve reading instruction. In the first round of funding, sixteen districts were awarded grants for fifty-six (56) schools. Six more districts and nineteen (19) schools were awarded grants as a result of the second funding round, bringing the total number of Reading First schools to seventy-five (75).

In addition to the five-year Transition to Teaching Grant, the state has received a grant from the Appalachian Regional Commission to provide rural schools access to high speed connections. Over the past two years, bandwidth has been upgraded in 111 schools, providing the opportunity for greater access to online professional development.

4. Teacher education programs in Tennessee colleges and universities will assess and re-align teacher preparation with P-12 curriculum standards.

Assessment: Department of Education program approval process

Target: 2010-11 Completion of review based on seven-year cycle.

Baseline: 2003-04 Completion and documentation of teacher preparation program alignment to P-12 curriculum standards adopted in 2001.

Progress: Teacher education institutions are working to align their programs with P-12 curriculum standards. They are reviewed on a seven-year cycle.

Goal 9: *Increase the application of technology in teacher and administrator preparation and development.*

CURRENT STATUS

Technology has provided new opportunities to deliver professional development and online training. The need for continued teacher development remains significant, particularly in academic shortage areas and in the preparation of new teachers.

Indicators:

1. Higher education and P-12 agencies will jointly conduct a needs assessment to identify optimal delivery modes for teacher and administrator learning when needed.

Assessment: Needs assessment completed on an ongoing basis.

<i>Target:</i> 2003-04	Needs assessment completed
<i>Baseline:</i> 2000-01	Online training of teachers in research based methods of teaching reading has already been identified as a need and as a means for extending professional development beyond targeted low performing schools.

Progress: Other areas of need are mathematics and science, meeting the needs of diverse learners, and using assessment results to improve instruction.

2. The state will make available technology resources to address the professional development needs of teachers and administrators.

Assessment: Amount and type of resources available

<i>Target:</i> 2007-08	Completion of the e-Learning Environment for TN (<i>e⁴TN</i>) on-line pilot program.
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<i>Baseline:</i> 2000-01	Teachers need access to professional development using technology.
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Progress: On December 6, 2005, the *e⁴TN* on-line pilot program was established between eight pilot school districts to enhance statewide learning opportunities, awarding \$3.8 million in Federal Type II grant funds. The *e⁴TN* on-line pilot will implement content and professional development in three phases. Phase I and II includes secondary grades, beginning in the spring of 2006 with selected high school content. Phase II will follow immediately thereafter, including the middle grades. Concluding with the elementary grades in Phase III. Teachers must be certified, endorsed, and highly qualified to provide on-line instruction and/or facilitation. Professional development for all three phases will be coordinated to provide on-line instructional techniques and facilitation skills prior to content delivery. Teachers will be recruited to participate in professional development and subsequently teach on-line courses from the nine SDE Field Service Center areas across the state.

CONCLUSION

If the joint priorities, goals and indicators identified in this document are to be accomplished, a supporting infrastructure must under gird the collaborative effort of the Board, the Commission, and other stakeholders participating in the process. The infrastructure will need to contain at least the following elements:

- An alignment of K-16 curriculum standards in the area of mathematics through the policy recommendations of the state P-16 council.
- Continuing and enhanced coordination and evaluation of joint initiatives of the State Board of Education and the Tennessee Higher Education Commission, through appropriate staffing,
- An information technology infrastructure that facilitates sharing of academic program and performance information within and across educational agencies and institutions (P-12 and higher education),
- Increased state resources and constant effort to supplement those resources with external funds.

THE CHARGE TO STAKEHOLDERS

This document articulates four joint priorities and associated goals and indicators established by the State Board of Education and the Tennessee Higher Education Commission. These priorities will serve as the focal points of joint collaborative activity for the ten year cycle. However, the plan is not complete until it is implemented in both activity and intent. It will be the task of key stakeholders including statewide and local P-16 councils, Tennessee's postsecondary institutions and school systems, the Governor and the General Assembly to develop and support these priorities by building the infrastructure necessary to accomplish these ambitious, but essential goals for the future of education in Tennessee.

Appendices to the Joint Report

Appendix A

Tennessee High School Graduation Requirements

Appendix B

Minimum High School Course Requirements for Regular Undergraduate
Admission to Tennessee Public Higher Education Institutions

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Master Plan for Tennessee Schools: Preparing for the 21st century

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The 2005-10 Master Plan for Tennessee Higher Education: Creating Partnerships for a
Better Tennessee

Appendix A

Tennessee High School Graduation Requirements

<u>Core Curriculum</u>	<u>Units</u>
English Language Arts	4
Mathematics	3
Science	3
Social Studies	3
Wellness	1
Total Units	14

<u>University Path</u>	<u>Units</u>
Foreign Language	2
Fine Arts	1
Electives	3
Total	6

<u>Technical Path</u>	<u>Units</u>
Program of Study focusing on a technical area	4
Electives	2
Total	6

Appendix B

Minimum High School Requirements for Regular Undergraduate Admissions to Tennessee Public Higher Education Institutions

Subject Area and Units High School Courses Fulfilling Requirements

English-

4 units required
English I, II, III, and IV
Applied Communication substitutes for English III or IV

Algebra I and II-

2 units required
Algebra I and II
Technical Algebra (Formerly known as Math for Technology II).

Advanced Mathematics-

1 unit of geometry, or an advanced course with geometry as significant component required
Technical Geometry
Pre-Calculus
Calculus
Probability and Statistics
Math IV
Trigonometry

Natural/ Physical Sciences

2 units required one must be a laboratory course in biology, chemistry, or physics
Biology I and II
Physical Science
Chemistry I and II
Physics
Principle of Technology I
Ecology and Conservation of Natural Resources
Principles of Technology II
Nutrition Science
Physiology
Biology for Technology
Science 1-A (Ag Science)
Geology

U.S. History-

1 unit required
U.S. History

Social studies-

1 unit required
World History
Ancient History
Modern History
World Geography
European History

Foreign Language-

2 units in same language
Latin
Spanish
German
Russian
Japanese

Visual/Performing Arts-

1 unit required
Theatre Arts
Visual Arts
Music Theory
Music History
Vocal Music
Instrumental Music
Art History
General Music

Appendix C

Master Plan for Tennessee Schools: Preparing for the 21st Century

State Board of Education

Mission: To ensure that Tennessee Schools are among the best in the nation.

Key Result Area	Goal
Early Childhood Education	All children will begin school ready to learn.
Primary and Middle Grades Education	All primary and middle grade students will achieve world – class standards and enter high school ready for rigorous study.
High School Education	All high school students will achieve world – class standards and leave school prepared for postsecondary education, work, and citizenship.
Technology	Technology will be used to improve student learning and analyze data.
Teacher Education and Professional Growth	The teaching profession will attract qualified individuals who complete strong professional preparation programs and continue to grow professionally.
Accountability and Assessment	Assessment will be used to improve student learning and demonstrate accountability.
School Leadership	School leaders will be well prepared, capable, and responsible for improved performance of schools and school systems.
School Health and Safety	All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.
Funding	Tennessee will provide adequate and equitable funding for schools.

The Master Plan for fiscal year 2006 is available at the State Board of Education website as follows: <http://www.state.tn.us/sbe/>

Appendix D

Board of Education Performance Model

PERFORMANCE MODEL

The State Board of Education established new performance goals by adopting a Performance Model in April 2000, revised most recently in 2003. The model includes goals established in the Education Improvement Act of 1992 as well as additional goals including academic attainment, end-of-course assessments, and exit exams. The model may be revised in the coming year to accommodate state and federal legislative changes and revisions in the Tennessee assessment program.

This report displays statewide data for school years 2002-2003, 2003-2004, and 2004-2005.

Goal 1 - Student Attendance

An average attendance rate of at least 93% for students in grades K-8 and 9-12.

	2003	2004	2005
K-8	94.7%	94.8%	94.2%
9-12	92.5%	92.2%	92.2%

Goal 2 - Dropout Rate

A dropout rate of no more than 10% for grades 9 through 12.

The 2005 high school dropout rate is 10.4%; this represents a steady decrease over the last five years. The state and local dropout rates are based on four years of actual data. The cohort rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade. The event rate is the percentage of students who dropped out in the current year.

Cohort Dropout		
2003	2004	2005
11.3%	10.7%	10.4%

Goal 3 - Promotion Rate

An overall student promotion rate by the end of the summer of at least 97% in grades K-8.

2003	2004	2005
96.9%	97.1 %	97.5%

Goal 4 - Valued Added

An average score increase in reading, language arts, and mathematics in grades 4 through 8 that is equal to or greater than the average national average score increase as measured by scale scores on the TCAP Achievement Test.

Value-added measures student progress within a grade and subject, which demonstrates the influence of in-school factors on the student's achievement. This diagnostic tool is designed to improve educational opportunities for students in various achievement levels. Tennessee has transitioned from norm referenced testing to criterion referenced testing and scores have been correlated to 1998 scores to assure consistency in scales.

Value-Added Assessment - Cumulative Gain Grades K-8

	2003		2004		2005	
Math	C	+1.4	C	+0.2	B	+1.0
Reading	C	-0.9	C	-0.1*	B	+1.1*
Language Arts	D	-5.8				
Social Studies	C	+1.8	C	-0.4	A	+0.6
Science	C	+3.5	B	-0.1	A	+0.9

*Reading and Language Arts combined for 2004 and 2005

Goal 5 - Academic Attainment, Grades K -- 8

Achievement at or above the Normal Curve Equivalent (NCE) average range on the TCAP Achievement Test in reading, language, and mathematics by all students.

The TCAP Achievement Test (TerraNova) provides both norm-referenced and criterion-referenced information. In 2002, scores in third through eighth grade were at or above the median national percentiles on 83% of the scores reported for reading composite, language composite, mathematics composite, science, and social studies.

In 2004 Tennessee administered both NRT and CRT tests. Since each student took both tests, this enabled an equating of the two tests such that previous NRT test data can be mapped onto the CRT scale. After mapping onto the CRT scale, the data were converted into state normal curve equivalents (NCE) using the 1998 data as a base. If a school has an NCE of 50, then that school's mean achievement score would be equal to the state average in 1998.

Criterion Referenced Achievement, K-8 (3 year average)				
	2004		2005	
CRT	Score	Grade	Score	Grade
Math	51	B	53	B
Reading/Language	50	C	52	B
Social Studies	50	C	51	C
Science	50	C	51	C

Goal 6 - Elementary and Middle Writing Assessment, Grades 5 and 8

Achievement at or above the performance level of proficiency (level 4) by all students.

The Tennessee Comprehensive Assessment Program (TCAP) Writing Assessment requires students to write a rough draft essay in response to an assigned prompt (topic) within a limited time period. Fifth graders respond to a narrative prompt. Eighth graders respond to an expository prompt. A score of at least three on a six point scale must be obtained to satisfy Proficiency requirements for No Child Left Behind.

Grades K-8: Writing								
(3 year average)	2003		2004			2005		
Writing	Score	Grade	Score	Grade	Trend	Score	Grade	Trend
Writing 4th/5th	3.9	B	3.9	B	NC	4.1	A	+
Writing 7th/8th	4.0	A	4.0	A	NC	4.2	A	NC

(Note: Based on 3-year averages.)

Goal 7 - Gateway Examinations

Percentage of students (to be determined) scoring at or above the proficient level.

Students who entered high school beginning in 2001-02 and thereafter must attain a score of proficient on gateway examinations in mathematics, science, and English language arts in order to earn a high school diploma. The results of gateway assessments in mathematics, science, and English II for 2003 through 2005 are shown below.

Scored at Proficient or Advanced			
	2003	2004	2005
Mathematics	75%	74%	76%
Science	95%	96%	95%
English II	87%	90%	90%

Goal 8 - Academic Attainment, High School End-of-Course Examinations

Math foundations, mathematics, geometry, algebra II, English I, English language arts, physical science, science, chemistry, and U.S. history (goal and measure to be determined).

Algebra I, English II, Biology I, Math Foundations, English I, Physical Science, and U.S. History.

Grades 9-12 (Includes All Test Takers)									
	2003			2004			2005		
Gateway	% Below Proficient	% Proficient	% Advanced	% Below Proficient	% Proficient	% Advanced	% Below Proficient	% Proficient	% Advanced
Math (Alg I)	25.0	30.0	45.0	23.7	32.9	43.3	24.1	33.2	42.7
Science (Bio I)	5.0	36.0	59.0	4.3	33.9	61.8	5.0	30.7	64.3
English (Eng II)	13.0	35.0	52.0	13.1	33.5	53.4	9.7	30.1	60.2
Grades 9-12 (Includes All Test Takers)									
	2003			2004			2005		
End of Course	% Below Proficient	% Proficient	% Advanced	% Below Proficient	% Proficient	% Advanced	% Below Proficient	% Proficient	% Advanced
Math Foundations	27.0	42.0	31.0	23.7	45.0	31.3	15.2	36.5	48.3
English I	18.0	51.0	31.0	16.8	51.6	31.6	12.2	45.0	42.8
Physical Science							16.6	45.1	38.3
US History							10.0	53.0	37.0

Goal 9 - Value Added

An average score in ten High School End-of-Course Examinations equal to or greater than 100% of the expected performance.

High school value added results are computed as the ratio of actual performance to expected performance. Because these are Tennessee (not national) tests, the statewide average value added score will always be 100%. Results for individual schools and school systems will have averages above or below 100% indicating their performance.

Goal 10 - High School Writing Assessment, Grade 11

Achievement at or above the performance level of nearing proficiency (level 3) by all students.

The Tennessee Comprehensive Assessment Program (TCAP) Writing Assessment requires students to write a rough draft essay in response to an assigned prompt (topic) within a limited time period. Student in the eleventh grade respond to a persuasive prompt. Scores based on a three-year average. A performance level of 4 is considered proficient.

2003		2004			2005		
Score	Grade	Score	Grade	Trend	Score	Grade	Trend
3.8	B	3.8	B	NC	4.0	A	+

Goal 11 - Attainment and ACT

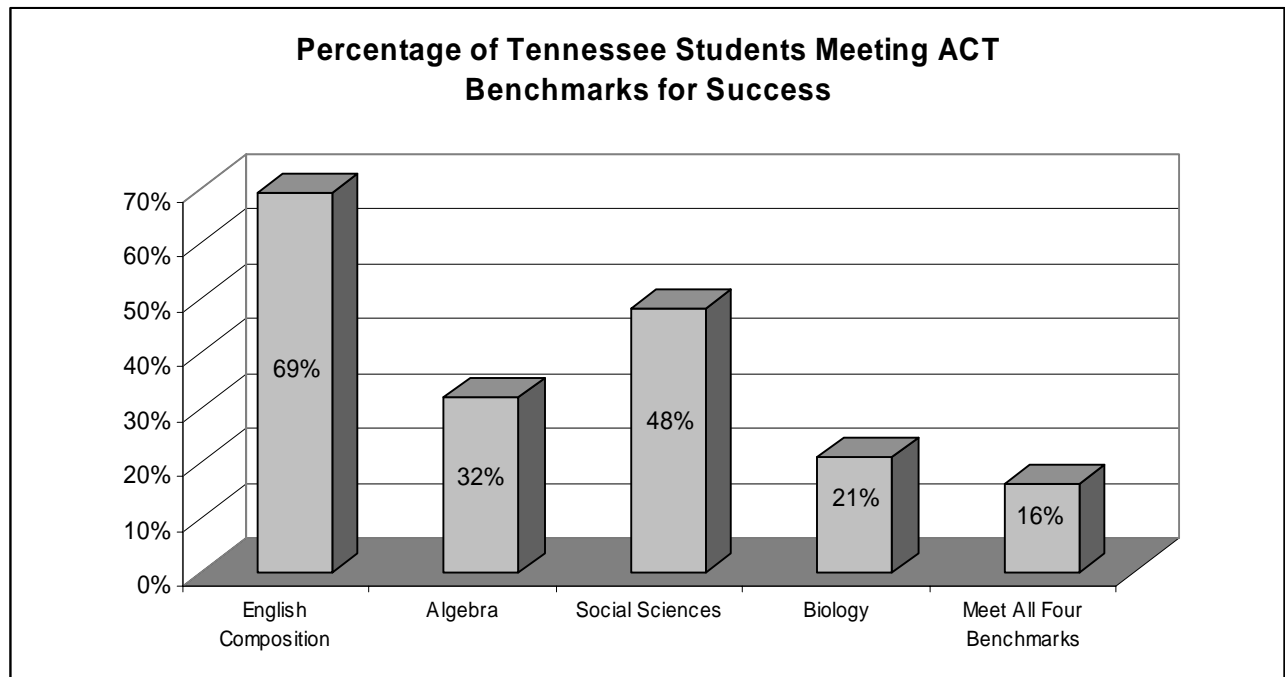
Performance at the level specified for full admission into Tennessee institutions of higher education by all students.

The 2005 school year all students prior to graduation had the opportunity to take an optional exit exam, either the ACT or SAT exam. Tennessee students do remarkably well, considering the high percentage and diverse ability range of students taking the ACT exam. Statewide score averages showed slight increases on the ACT and SAT examinations. In 2005, a total of 92% of Tennessee high school graduates took the ACT; nationally 40% of students take the ACT.

Grades 9-12: ACT	2003		2004		2005	
(3 year averages)	TN	Nation	TN	Nation	TN	Nation
Composite	20.1	20.8	20.3	20.9	20.5	20.9
English	20.1	20.3	20.4	20.4	20.6	20.4
Math	19.4	20.6	19.5	20.7	19.7	20.7
Reading	20.6	21.2	20.8	21.3	20.9	21.3
Science Reasoning	20.0	20.8	20.1	20.9	20.2	20.9

Through collaborative research with postsecondary institutions nationwide, ACT has established the following College Readiness Benchmark Scores:

A benchmark score is the minimum score needed on an ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding college course.



Goal 12 – Adequate Yearly Progress (AYP)

An average score equal to or greater than 100% of the expected performance.

Adequate Yearly Progress (AYP): Adequate Yearly Progress is a measure of a school's or school system's ability to meet required federal benchmarks with specific performance standards from year to year. Each benchmark has individually determined standards or targets which must be met for Below Proficient, Proficient, and Advanced to be calculated

+ Met Federal Benchmark

X Did not meet Federal Benchmark

<45 Fewer than 45 members, does not have to report

Elementary / Middle grades	All	White	Hispanic	African American	Native American	Asian	Economically Disadvantaged	Students w/ Disabilities	Limited English Proficient
Math									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	X	+	+	+	X	X
Reading, Language Arts, Reading									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	+	+	+	+	+	X
Attendance Rate	+								
Met AYP?	X								

High School	All	White	Hispanic	African American	Native American	Asian	Economically Disadvantaged	Students w/ Disabilities	Limited English Proficient
Math									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	X	+	+	+	X	+
Reading, Language Arts, Reading									
% Tested	+	+	+	+	+	+	+	+	+
% Proficient/Adv	+	+	+	X	+	+	X	X	X
Attendance Rate	+								
Met AYP?	X								

Appendix E

The 2005-10 Master Plan for Tennessee Higher Education: Creating Partnerships for a Better Tennessee

The Tennessee higher education 2005-10 master plan report entitled *Creating Partnerships for a Better Tennessee* is available on the Tennessee Higher Education Commission website (www.state.tn.us/thec/)